



**Within the
setting/school**


Top Tips

- ✓ Successful transition needs time.
- ✓ Try to offer opportunities for children to explore and visit their new learning environment regularly.
- ✓ Provide opportunities for new practitioners to engage with the child and develop relationships.
- ✓ Create a learning environment that builds on previous environments and the child's individual needs.
- ✓ Make opportunities to plan time for present and new key persons to share knowledge and information of the child including any Special Educational Needs, and cultural and linguistic requirements.
- ✓ Communicate with parents about this next step and the changes that will be happening.
- ✓ Have an open session for children to introduce their new key person and environment to their parents and carers.
- ✓ Take time to review how the child has settled.
- ✓ Review the transition process and consider the implications for future transitions.
- ✓ Take friendship groups into account during this time and spend time introducing children to each other.

This section of the pack has been written to support you with considering the child's needs as they transfer to new rooms or classes within a setting or school.

Points of transition are a critical time for young children and need to be managed sensitively by settings and schools. Successful transition relies on a high degree of continuity and consistency in approach. This requires adults working with young children to have a clear understanding about the principles of the Early Years Foundation Stage.

This section provides practical ideas and suggestions for you to help children prepare to move from one stage of their learning journey to the next.



“Good transition doesn't wait till the Summer term, it starts much earlier, with informal contacts and visits, events, letters, displays, and information exchanges.”

Ros Bayley, Smooth Transitions

New rooms, new routines

It may seem like a small change, but moving rooms – even within the same setting – can have a massive impact on a child. Try these simple techniques to minimise the impact:

Before a child moves to the next room, use ongoing observations, child interviews and parent interviews to summarise as much information about the whole child as you can. Share this with the next key person and write a **settling in plan** for the next stage of the child's learning journey.

The **key person** has a vital role to play in moving rooms. Feeling secure with a familiar adult will enable children of any age to face new challenges. When children are ready for a new environment, spend time together exploring the new surroundings.

Providing several opportunities for older and younger babies and children to play together helps the children to become familiar with each other before the change takes place.

Give children the choice – they will respond positively if they're emotionally ready for the change.

A **sibling or friend** can help with transition – as less secure children will observe more confident peers.

Spend time in other rooms. Plan activities, special days, or just swap stories. This will help you get to know the children.

Use your staff meetings to discuss the information you've received – and the information you need about your new cohort.

Even though children are not moving to a new setting, **invite parents** to come to an informal meeting where you can talk about any new routines or new experiences their child will encounter. Send a leaflet home to parents who can't attend.

Before the child starts, try to find out what **previous experiences** they've enjoyed and use this as a starting point for their learning.



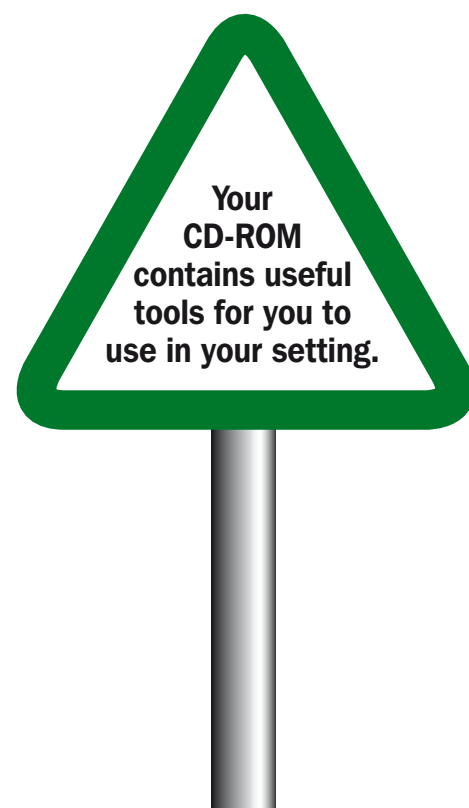
Observe children playing together and spend time in different rooms

In practice

“When children transfer from one room to the next, we encourage them to take a special toy they've enjoyed. Once they feel comfortable in the next environment they send it back with a photo of them playing with it. We send a thank you letter back and this correspondence becomes a really fun and meaningful way of encouraging the children to write.”

“Can I still see Joy when I go into the butterflies?”

Child

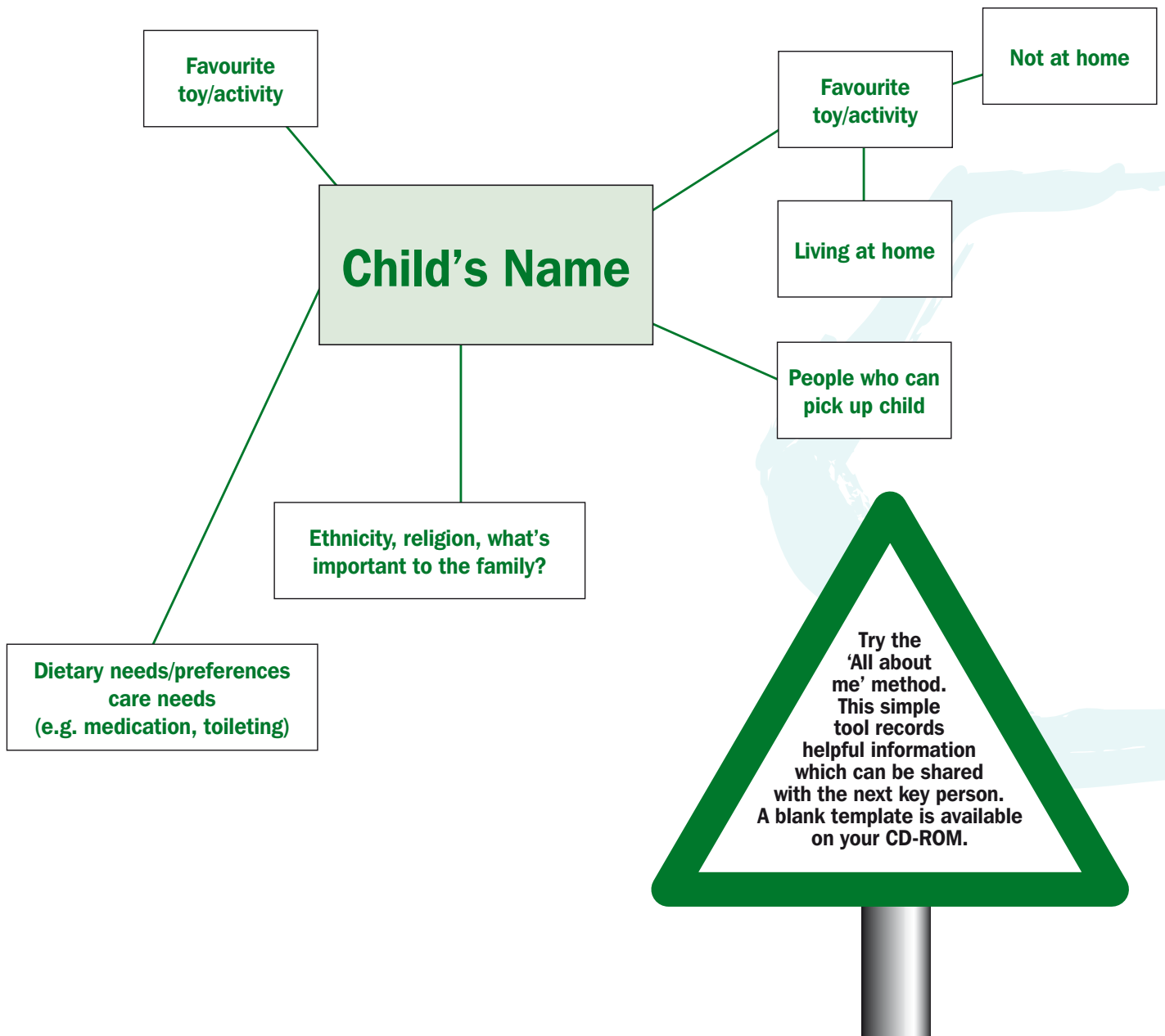




Observing and recording

Your observation – before, during and after - will be fundamental to successful transition. Having quick and easy access to key information is vital as children move from room to room.

Familiar role play areas will help transition between rooms



Reception to Year 1

Moving from Reception to Year 1 brings its own challenges. But these small actions will bring huge rewards:

Swap bases early on in the summer term so that physical environment starts to become more familiar. Try a story swap, so that children can share experiences together.

Encourage staff to adopt similar routines, and if you're **away for the day**, ask the Year 1 teacher to take the class. It's really important that their face is as familiar as possible.

Don't forget the parents. Host a 15 minute 'meet your new teacher' session after school, and make a worry box to address all those niggling concerns.

Use the content of your worry box as the basis for your open evening **information booklet**.

The amount of time children in Y1 spend sitting still and listening to the teacher should be reduced and opportunities for **active independent learning** and learning through play should be increased.

Y1 children should be able to experience **play based learning** experiences with access to outdoor learning, sand, water, role play and construction within a meaningful context.

Make the curriculum fit around the **needs of the children** rather than the other way around. Before children begin in your class, identify those children that need high levels of physical activity (usually boys) and make special provision for them.



Self-registration encourages independence

The Foundation Stage Profile

At the end of the school year you will pass on information about individual children such as their main interests, most enjoyable experiences, and gender issues. You will also share average Foundation Stage Profile (FSP) scores in all areas – discussing strong and weak points and possible reasons.

The FSP provides rich manageable information that clearly identifies the next steps in learning and enables you to plan an appropriately challenging curriculum. Analysing the FSP data alongside an in-depth focus of a child's personality will allow you to build a rich picture and think about next steps.



Consider a child's individual interests

In practice

We use a child audit, to ask the previous cohort about their feelings regarding their transition experiences. We have used this information alongside a parent's audit to plan and develop transition.

“Will my teacher like Dr Who?”

Child

SEN

Supporting children with Special Educational Needs will require you to be flexible within your setting. Keep these points in mind during your planning and implementation:

- Firstly, access appropriate training before the child arrives. This will increase the staff's confidence in meeting the child's needs.
- Provide plenty of opportunity for staff to discuss the child's individual needs and share practice. Sharing information well in advance will make sure there is a continuum of support with no unnecessary gaps in provision.
- Reassure the child that adults know about their needs – remember the little things like their favourite cup, visual systems, signs used, and positioning in the room.
- When a child is moving rooms or meeting unfamiliar adults remember they may need more visits and more 'chance to get to know' than other children.



Engage different ages and abilities in activities



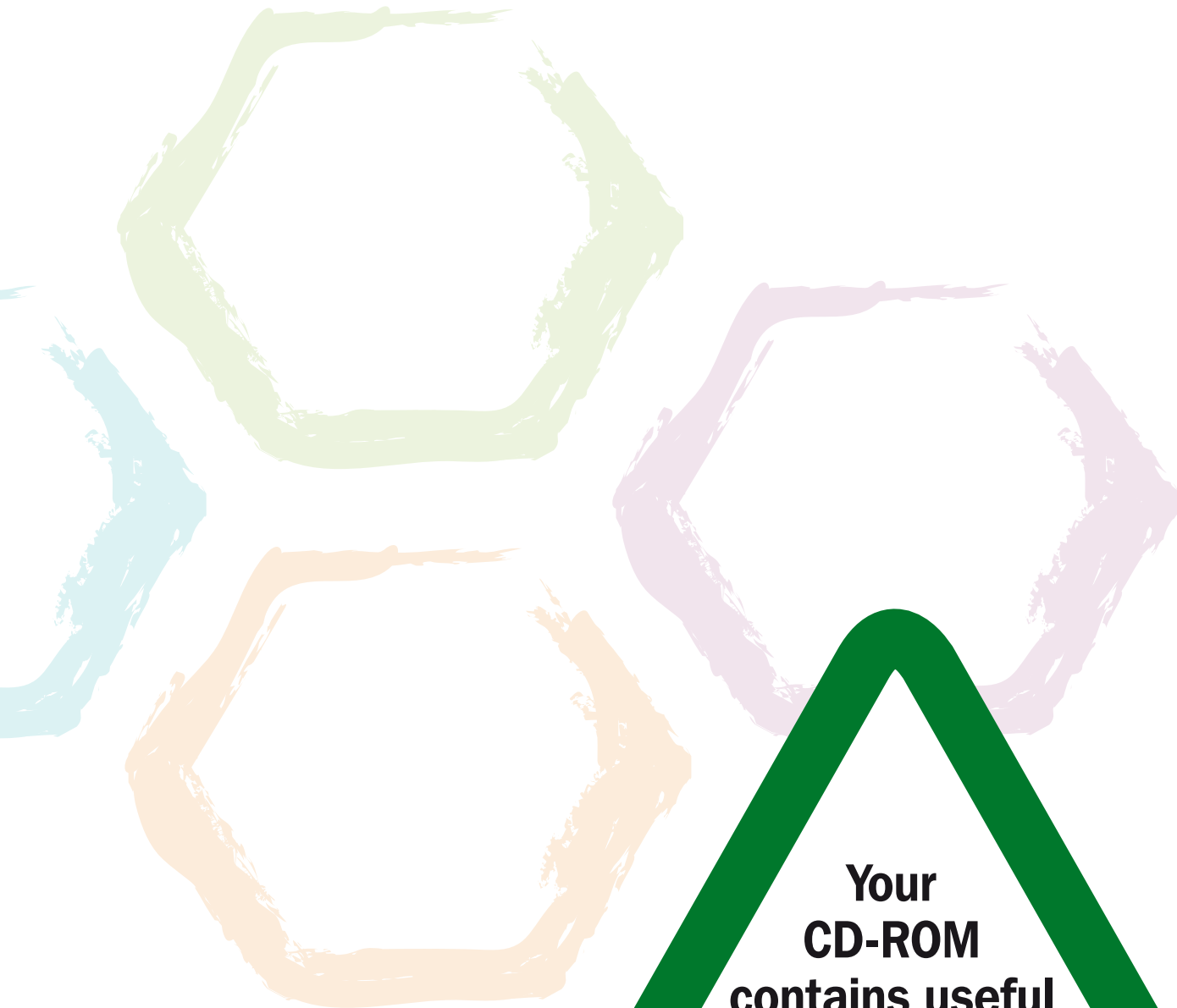
English as an Additional Language

- Spend time observing the child in their familiar environment, looking at who their friends are and whether they are confident to use their home language with their peers and adults. Use this to help support them as they move to the next room.
- Make time to ask parents about how they felt when their child started school and implement any recommendations for the next cohort.
- Ensure that resources (for example clothing, cooking utensils, music, dual language books, artwork, stories, positive images) in each area reflect the cultural diversity of society and are used throughout the year rather than during festival times!
- Encourage all practitioners to take ownership, and that the anti-bias policy is embedded into practice. This will enable children to access similar resources to continue to extend and consolidate their thinking.
- Share your anti-bias policy with all parents and carers and discuss the benefits for their child.
- Access anti-bias training for leaders and managers so that your practice is inclusive and meets the needs of all children.
- Try to make dual language books available and ask parents and carers to come and read stories in their home language. If parents and carers don't feel confident to talk in front of children or practitioners, ask them to record the story on a tape.
- If your budget is small, use the local library to borrow dual language books.
- For children who may feel vulnerable continuity is essential. Puppets and persona dolls can help children have a point of contact when they are feeling anxious or their key person is unavailable.



- Involve parents and carers in completing a settling in plan, but be aware this may take longer. Make sure parents know they can add details at a later date when they've had time to reflect.
- Encourage parents and carers to see the importance of this process for their child and keep them well informed throughout this period.

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use in your setting.**



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